

Biological Anthropology

Sample Syllabus for 5 credit course

Course Developers: Tori Saneda and Michelle Field, Cascadia Community College

Instructor:

Office Hours:

Office Phone:

E-mail:

Contacting the Instructor: I greatly prefer that you contact me first via email, then by phone if need be

How I Respond to Students:

My commitment regarding our online communication:

Our shared communication is vital since I will not see you in person regularly. Therefore, I am online frequently. I am on e-mail throughout the work day on weekdays and at least once per day during the weekend. I am committed to returning your e-mail within 24 hours on a weekday. On the weekend, I usually check it at least once in the morning.

If you do not hear from me in my committed timeframe, this means I have not received your e-mail. I does not mean I'm busy or ignoring you. But, technology can and does fail. I anticipate that you will attempt to contact me via telephone if you receive no e-mail response.

Every e-mail that I send to you as a class is replicated in the announcements, so if you log into ANGEL regularly (which should be as often as you check e-mail) you will see the announcement.

My Expectations of Students' Response:

My expectation of YOUR commitment to our online communication:

First and foremost, you need to have an updated e-mail address in ANGEL. You can take care of this in the Preferences section of ANGEL (the silhouette of the head). Next, I expect that you will be online frequently. Please check e-mail **at least every 48 hours**, and **every 24 hours** during weeks when we have a major assignment due. I know many of you check far more often. If you have a computer or e-mail issue, or if your address is incorrect in ANGEL, **fix it immediately**. I may send a personal e-mail if I need to get in touch with you regarding an assignment, etc. Saying, "I didn't get your e-mail" or, "Sorry, I haven't been checking my e-mail" will not suffice as a reasonable excuse for any course-based situation.

Tori Saneda 6/27/10 1:55 PM

Comment: I left this language in as sample language.

I have also been known to call students, so make sure there is current phone information on file with the college.

Prerequisites: Completion of ENG 100 with a grade of 2.0 or higher or placement by testing in ENG&101

Course Description: Students in this course will explore evolutionary theory, including the core concepts of basic genetics and the modern synthesis of evolution. Students will examine, critically evaluate and explain scientific claims about the origins of humankind and modern human variation as well as biocultural evolution. Students will develop critical thinking and communication skills through the application of essential anthropological approaches, theories, and methods.

The course is divided into 3 units:

Evolutionary Theory: in this unit students will learn about basic genetics, modern evolutionary theory, modern human variation, and the history of evolutionary thought.

Non-Human Primates: In the second unit, students will examine skeletal anatomy, taxonomy, modern non-human primates, primate socioecology, and primate evolution.

Human Evolution: In the last unit, students investigate the origins of bipedalism, encephalization of the brain, and the evolution of hominins.

Teamwork is required for this class.

Course Learning Outcomes:

By the end of the course, students will:

- Illustrate their level of cultural literacy by:
 - Demonstrating a working knowledge of holism (the multiple aspects of humankind across time and space)
 - Interrelating individual experiences and societal forces in the context of anthropology
 - Identifying ethnocentrism through an examination of human variation and cultural diversity
- Demonstrate their critical thinking and problem solving skills by:
 - Recognizing key principles of human biology and behavior
 - Synthesizing and critically assessing anthropological scholarship and claims about humankind and the natural world from an anthropological perspective
 - Recognizing, identifying and addressing possible multiple perspectives on issues related to biological anthropology
 - Drawing conclusions about human behavior that are consistent with anthropological theory

Tori Saneda 6/27/10 1:55 PM

Comment: Do you think we need this on the syllabus template for the class?

Tori Saneda 6/27/10 2:03 PM

Comment: I rewrote this a little so as not to have it word for word the CCC language

Tori Saneda 6/27/10 2:19 PM

Comment: I reorganized these but didn't rewrite them—it's still CCC language for the most part

- Generalizing from qualitative and quantitative data and assumptions
- Illustrate their level of information literacy by:
 - Searching scholarly research databases and formulating simple research questions
 - Recognizing differences in the quality of information presented in the popular press from that of the scholarly literature
 - Demonstrating the ability to find and evaluate anthropological information in general and scholarly sources with instructor and librarian support
- Show their communication skills by:
 - Conducting fieldwork and observation through the utilization of technology-enhanced simulations or real-world research and presenting their findings through written and/or verbal means
 - Communicating ideas and information that demonstrates an understanding of connections between biology, paleoanthropology, geology, psychology, etc., both verbally and through the written word

Required Texts/Materials:

Dettwyler, Katherine. 1994. *Dancing Skeletons: Life and Death in West Africa*. Long Grove, Illinois: Waveland Press. ISBN-10: 088133748x /ISBN-13: 978-0881337488

Online readings.

Minimum Technical Skills Required:

Technical:

To succeed in an online or hybrid class, you should have:

- Access to a computer (at home, school, or work) that you can use for extended periods of time. This should preferably be in a quiet environment so you can concentrate
- Recommended: Broadband internet access (cable, modem, DSL, or other high speed)
- Firefox 3.0 or later or Internet Explorer 7 or later. Safari and Chrome are not compatible with ANGEL
- Permissions/ability to install plug-ins or class software (e.g. Adobe Reader or Flash)
- Highly recommended: up-to-date anti-virus software
- Highly recommended: review the System Check nugget on the ANGEL home page

Skills:

To succeed in an online or hybrid class, you should have the ability to:

- Navigate web sites, including downloading and reading files from web sites
- Download and install software or plug-ins such as Adobe Reader or Flash
- Use e-mail, including attaching and downloading documents/files from e-mails
- Save files in commonly used word processing formats (.doc, .docx, .rtf)

- Copy and paste text and other items on a computer
- Save and retrieve documents and files on your computer
- Locate information on the internet using search engines

Description of Assignments/Assessments:

Study groups: Each student will be assigned to a Study Group. Study Group teams will be your Debate team and your team for the Public Awareness Campaign. You can work with your study group to complete the guided notes; however, other than the three things listed here, assignments must be completed on your own.

Historical Figure Biography:

What is it? You will do some simple research and write a report on a person involved in the history of evolutionary thought. This activity will help you hone your research skills as well as your communication skills. Plus, we will all get to learn more about an historical figure involved in the development of evolutionary thought.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? You will post the information on a wiki so that other students can access the information in order to complete the Create an Exam – Unit I assignment. For this class we will be using [insert wiki site]. For due dates, see the course calendar for details.

Article Comparison:

What is it? You will locate two articles on one of the following topics: evolution, ethnic-related diseases, cloning, primate ecology, primate evolution, primate intelligence, any hominin, origins of modern humans, or origins of culture. One article must be from a scholarly journal and one from the popular press (both articles must be on the same topic). Once you locate those articles, you will write a critical review of the articles.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? You will submit this assignment on ANGEL under Lessons

Create an Exam:

Tori Saneda 6/27/10 2:31 PM

Comment: I know we talked about finding articles for this, but I was thinking that if we find the articles it would inhibit students from developing information literacy skills

What is it? You will create exam questions based on the material covered in class. The questions should address major concepts. As you develop exam questions and answers, this assignment allows the instructor to assess your comprehension of the material. There are three “Create an Exam” assignments for the course, one for each unit: Unit I - Evolutionary Theory, Unit II - Non-Human Primates, Unit III - Human Evolution.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? You will submit this assignment on ANGEL under Lessons

Primate Biography:

What is it? For this assignment, you will do some simple research and write a report on a non-human primate. This activity will help you hone your research skills as well as communication skills. Plus, we will all get to learn more about a non-human primate.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? The assignment has two parts: an oral presentation and a wiki. 1) For the oral presentation, you will be presenting your Primate Biography in class on as a 3 minute presentation and 2) for the written portion, you will post the information on a wiki so that other students can access the information in order to complete the Create an Exam – Unit II assignment. We will use the same wiki site as used for the Historical Figure Biography. For due dates, see the course calendar for details.

Tori Saneda 6/27/10 2:53 PM

Comment: I took out the debate for the online version of the course. I added articles to the discussion instead.

Ethnography Essay & Discussion:

What is it? You will read a biological anthropology ethnography (Dancing Skeletons by Katharine Dettwyler). This assignment has two parts: a critical essay and discussion.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? The critical essay will be submitted on ANGEL under Lessons. The discussion will be held on one of the discussion forums. See the course calendar for details for due dates.

Public Awareness Campaign:

What is it? You will, in conjunction with your team, create an awareness campaign about a public issue of interest to biological anthropologists. Topics include, but are not limited to: race, peopling of the Americas, origins of Polynesians, development and human health, refugees, malaria, malnutrition, other diseases of development, and potable water. Each group will create a wiki site for their public

awareness campaign. We will use the same wiki as for the Historical Figure Biography and Primate Report.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? Your team contract, Works Cited, a 500-word written reflection, and Team Member Evaluation must be turned in on ANGEL under Lessons.

See the course calendar for details on all due dates.

Participation:

What is it? You will, in conjunction with your team and one other team, participate in weekly discussions related to articles posted to the discussion forum. You will receive an email letting you know which discussion group forum you should post to.

Where do I find it? Full assignment instructions can be found on ANGEL under Lessons

How do I submit it? All discussion will take place on the discussion forums in ANGEL.

See the course calendar for details on all due dates.

Course Grading Policy:

Grades: Everyone starts out with a 4.0 in this class. It is up to you whether or not you keep your 4.0. You are responsible for your own learning and for improving your learning and self-assessment skills. My feedback will focus on identifying your strengths and weaknesses of your work and helping you identify areas for improvement. I view learning as a collaborative process and encourage you to contact me if you have concerns about your standing in the class.

% of Points	Grade	% of Points	Grade	% of Points	Grade
95-100	4.0/A	82	2.7/B-	70	1.5/C-
94	3.9/A-	81	2.6/B-	69	1.4/D+
93	3.8/A-	80	2.5/B-	68	1.3/D+
92	3.7/A-	79	2.4/C+	67	1.2/D+
91	3.6/A-	78	2.3/C+	66	1.1/D
90	3.5/A-	77	2.2/C+	65	1.0/D
89	3.4/B+	76	2.1/C	64	0.9/D
88	3.3/B+	75	2.0/C	63	0.8/D-
87	3.2/B+	74	1.9/C	62	0.8/D-
86	3.1/B	73	1.8/C-	61	0.8/D-
85	3.0/B	72	1.7/C-	60	0.7/D-

84	2.9/B	71	1.6/C-	0-59	0.0/F
83	2.8/B				

By the end of the quarter:

An "A/A-" student will have demonstrated a mastery of all primary and secondary anthropological terms and concepts related to biological anthropology, particularly, an understanding of evolutionary theory, human evolution, and human variation. Additionally, this student consistently and fully participates in class discussion, in-class activities, and group projects.

A "B+/B/B-" student will have demonstrated a mastery of all of the primary and most of the secondary anthropological terms and concepts related to biological anthropology, particularly, an understanding of evolutionary theory, human evolution, and human variation. Additionally, this student regularly participates in class discussion, in-class activities, and group projects.

A "C+/C/C-" student will have demonstrated a mastery of most of the primary and some of the secondary anthropological terms and concepts related to biological anthropology, particularly, an understanding of evolutionary theory, human evolution, and human variation. Additionally, this student generally participates in class discussion, in-class activities, and group projects.

A "D+/D/D-" student will have demonstrated a mastery of some of the primary and secondary anthropological terms and concepts related to biological anthropology, particularly, an understanding of evolutionary theory, human evolution, and human variation. Additionally, this student sporadically participates in class discussion, in-class activities, and group projects.

An "F" student will fail to demonstrate mastery of the primary and secondary anthropological terms and concepts related to biological anthropology. Additionally, this student rarely participates in class discussion, in-class activities, and group projects.

Assignment	Points
Historical Figure Biography	45
Article Comparison	50
Create an Exam (3)	150
Primate Biography	45
Ethnography Essay & Discussion	80
Public Awareness Campaign	100
Participation	150
Total points for course	620

Non-graded Assessment: Twice during the quarter, students will reflect on their discussion participation: in week 4 and 8. Guided notes are provided for each unit in the course. These are provided for students to use to prepare for quizzes and to complete the Create an Exam assignment.

Course Calendar (11 week quarter)

Much of the course work in this online class is self-paced; however, to guide you in completing the required work without being overwhelmed, below is a suggested timeline. There are some assignments with firm due dates, so please read the course calendar carefully.

Unit 1 Weeks 1-5 All readings available online	Suggested Timeline: Week 1: Print out syllabus, worksheets, and instructions for assignments; lecture 1; science worksheet; DUE: all course prep work (see assignment instruction folder in ANGEL) Week 2: lecture 2 and 3; contact team and begin work on team contract; basic genetics worksheet; science and basic genetics quiz; weekly discussion; DUE: Historical Figure Biography Week 3: lecture 4; modern synthesis worksheet; modern synthesis quiz; weekly discussion; DUE: Team Contract Week 4: lecture 5; weekly discussion; DUE: Article Comparison Week 5: lecture 6; human variation worksheet; human variation quiz; Create an Exam I; weekly discussion All Unit 1 quizzes and the Create an Exam I are due no later than [insert date]. Discussion takes place every Monday-Wednesday starting in Week 2. No late posts accepted.
Unit 2 Weeks 6-8 All readings available online	Suggested Timeline: Week 6: lecture 7; skeletal anatomy worksheet; skeletal anatomy quiz; begin work on Public Awareness Campaign and Primate Report; weekly discussion Week 7: lecture 8; primate worksheet; primate worksheet quiz; continue work on Public Awareness Campaign; weekly discussion; DUE: Primate Biography Week 8: lecture 9 & 10; primate evolution worksheet; primate evolution quiz; Create an Exam III; weekly discussion

	<p>All Unit 2 quizzes and the Create an Exam II are due no later than [insert date].</p> <p>Discussion takes place every Monday-Wednesday. No late posts accepted.</p>
<p>Unit 3</p> <p>Weeks 9-11</p> <p>All readings available online</p>	<p>Suggested Timeline</p> <p>Week 9: lecture 11 & 12; begin work on human evolution worksheet; continue work on Public Awareness Campaign; weekly discussion; DUE: Dancing Skeletons essay and discussion</p> <p>Week 10: lecture 13; finish human evolution worksheet; human evolution quiz; weekly discussion; DUE: Public Awareness Campaign</p> <p>Week 11: DUE: Public Awareness Campaign Evaluations</p> <p>All Unit 3 quizzes and the Create an Exam III are due no later than [insert date].</p> <p>Discussion takes place every Monday-Wednesday. No late posts accepted.</p>

Grading: I will try to grade all assignments within one week of submission; however, because I grade specifically to the outcomes, it may take me longer than one week. All grade rubrics with feedback will be returned to students via ANGEL email.

Course Policies/Resources:

Special Note: In this class, we will be talking about controversial topics, such as evolution and race. In entering this learning community, you agree to both listen and speak respectfully. This does not mean that we cannot disagree, but we must all be willing to hear differing perspectives without negating another person's humanity. Learning usually pushes us out of our comfort zones and we must be willing to work through that discomfort in order to engage the material.

Online Class Expectations: My expectations of students in online classes include but are not limited to the following:

- keeping up with the readings
- assignments turned in on time
- courteous interaction with fellow students and instructor
- careful reading of instructions
- active participation on the discussion forums and team projects
- openness to others' opinions
- self-motivation
- not waiting until that last minute to ask for help

What you can expect from me:

- respectful interaction
- replies to emails within 24 hours during the work week; if I anticipate a problem with this, I will post an announcement
- I will check the "Questions for Tori" discussion board daily during the first week of the quarter and thereafter at least every three days
- I will endeavor to have assignments graded within one week of due date

Netiquette: Guidelines for acceptable behavior on the discussion forums will be established by students during the first week of the quarter. Each student is required to post a guideline to the Discussion Guideline forum. At the end of the first week, I will compile the posts and email the final list to students. See full instructions in ANGEL.

Disability support services: Cascadia Community College provides accommodations and services to qualified students with documented disabilities through Disability Support Services (DSS). Cascadia is committed to ensuring that qualified students with documented disabilities are provided equal opportunity to participate in all educational programs, campus services and activities available at the college. The goal is to fully comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and Washington State Law (Core Services Act). For more information or to request accommodations, please contact Disability Support Services, 425-352-8860 or 425-352-8399 (TTY). If you have or suspect that you have a disability and need an accommodation please contact the front office in Kodiak Corner at 425-352-8383 to make an appointment with the Disability Support Services. Services and Accommodations through DSS are not retroactive.

Learning Assistance Options: The Open Learning Center provides a place for students to receive assistance with technology that support class assignments. Trained assistants are available to help students individually or in small groups. The OLC is located in CC2-060.

The Math and Writing Center provides trained staff to assist students with math courses and provide opportunities to improve writing, reading, and study skills. Students can receive tutorial assistance on a walk-in basis with assignments for classes in which they are enrolled. The Math & Writing Center is located in CC2-080 / phone 425-352-8243.